

Teacher's Scoring Guide



Grade 7
English/Language Arts
Fall 2007

Indiana Statewide Testing for Educational Progress

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INTRODUCTION

During the fall of 2007, Indiana students in Grades 3 through 10 participated in the administration of *ISTEP+*. The test for *ISTEP+* Fall 2007 consisted of a multiple-choice section and an applied skills section. For the fall testing, the multiple-choice section was machine-scored. The applied skills section consisted of multiple-choice questions, open-ended questions, and a writing prompt. The multiple-choice questions were machine-scored, while the open-ended questions and writing prompt were hand-scored.

The test results for both the multiple-choice and applied skills sections were returned to the schools in late November 2007. Copies of student responses were returned to the schools in early December 2007. It is the expectation of the Indiana Department of Education that schools will take this opportunity to invite students and parents to sit down with teachers to discuss the results. To support this endeavor, the Indiana Department of Education has prepared the following *Teacher's Scoring Guide*. The purpose of this guide is to help teachers to:

- understand the methods used to score the *ISTEP+* Fall 2007 applied skills section, and
- discuss and interpret these results with students and parents.

In order to use this guide effectively, you will also need the Student Report and a copy of the student's work.

There are three scoring guides for Grade 7, English/Language Arts, Mathematics, and Science. In this English/Language Arts guide, you will find:

- an introduction,
- a list of the English/Language Arts Grade 6 Indiana Academic Standards,*
- rubrics (scoring rules) used to score the open-ended questions and the writing prompt,
- multiple-choice questions with correct response indicated,
- anchor papers that are actual examples of student work (transcribed in this guide for clarity and ease of reading), and
- descriptions of the ways in which the response meets the rubric criteria for each of the score points.

When you review the contents of the scoring guide, keep in mind that this guide is an overview. If you have questions, write via e-mail (istep@doe.state.in.us) or call the Indiana Department of Education at (317) 232-9050.

* Because *ISTEP+* is administered early in the fall, the Grade 7 test is based on the academic standards through Grade 6.

INTRODUCTION TO THE ENGLISH/LANGUAGE ARTS WRITING ASSESSMENT

The ability to write clearly and effectively is more important today than ever. By asking students to write, educators send a clear message to students that the ability to organize one's thoughts clearly and logically and to use standard language (grammar) conventions is valuable. This is why the Indiana Department of Education developed a writing assessment for *ISTEP+*. The purpose of the writing task is to assess students' abilities to (1) communicate effectively in writing and (2) use correct language conventions (e.g., grammar, punctuation, and capitalization).

The writing assessment developed for *ISTEP+* is based on the recognition that writing is a process. For this reason, the writing tasks are aligned as closely as possible with the writing process.

Students

- **are given a writing prompt.**
The prompt describes what the students should write about. For example, in Grade 7 the students were asked to write an essay in which they describe how a large donation would be spent to make improvements to their school.
- **engage in pre-writing and drafting.**
Pre-writing and drafting are planning phases. During these phases, students begin to organize and put their ideas on paper. The pre-writing and initial drafts are not scored.
- **revise their writing.**
During the revision stage, students focus on the content, organization of ideas, and overall meaning of the writing. Students should ask themselves, "Does my writing say what I want it to say?"
- **edit their writing.**
The focus during the editing phase is on the correct use of paragraphing, grammar, word usage, spelling, punctuation, and capitalization. An Editing Checklist is provided in the test book to remind students to review their papers for these elements.
- **complete a revised and edited draft.**
The revised and edited draft is the completed student response. **Only this revised and edited draft is scored.**

Although a standardized testing situation does not permit full implementation of the writing process (e.g., peer/teacher conferencing or multiple revisions), the process described above encourages students to use the skills learned in the classroom to communicate their ideas effectively. **The Indiana Department of Education encourages teachers to familiarize students with the writing process and the rubrics used to score their writing.**

RUBRICS FOR THE WRITING ASSESSMENT

A rubric is a description of student performance that clearly articulates the requirements for each of the score points. Scoring rubrics are essential because they ensure that all papers are scored objectively. Moreover, because the writing rubrics were developed by Indiana teachers, they represent those characteristics of writing that Indiana educators identify as important.

There are two types of rubrics used to score student writing on *ISTEP+*.

- **Writing Applications Rubric**

This rubric assesses the students' ability to communicate their ideas effectively. The Grades 6–12 Writing Applications Rubric has four major categories: (1) Ideas and Content, (2) Organization, (3) Style, and (4) Voice. Under each major category there are specific criteria that describe the category more fully. For a detailed description of the categories and the scoring criteria for each of the six performance levels, see the Writing Applications Rubric on pages 10 through 15.

- **Language Conventions Rubric**

This rubric assesses students' abilities to use paragraphing, grammar, word usage, spelling, punctuation, and capitalization. The Grades 6–8 Language Conventions Rubric is directly linked to the Editing Checklist in students' test books. For a description of the Language Conventions Rubric, see page 16.

In conjunction with the writing rubrics, anchor papers are used to score student writing. **Anchor papers are examples of actual student responses that meet the rubric criteria for a particular score point.** Anchor papers for Writing Applications and Language Conventions are shown on pages 22 through 32. These anchor papers have been transcribed for publication to make them clearer and easier to read.

Based on the rubrics and the anchor papers, each student paper receives two scores, one for Writing Applications and one for Language Conventions. Both of these scores are derived holistically. In holistic scoring, each paper is assigned the score points that provide the **best overall description of the performance**. In this scoring process, evaluators examine each response as a whole for the body of evidence of writing ability, rather than concentrating on any single factor, such as length of the essay or the number of errors contained in the writing.

Each score point covers a range of performance. The anchor papers presented in this guide represent the types of responses most commonly found at each score point level. These anchor papers also represent the most typical combinations of Writing Applications and Language Conventions scores (e.g., 6/4, 5/4, 4/4, 3/3, 2/2, 1/1). Other combinations of scores, though not as common, are also possible.

RUBRICS FOR THE WRITING ASSESSMENT (cont.)

If a response is unscorable, it is assigned one of the following condition codes:

- A Blank/No response/Refusal
- B Illegible
- C Written predominantly in a language other than English
- D Insufficient response/Copied from text
- E Response not related to test question or scoring rule

In addition to their function as a scoring device, rubrics are an effective instructional tool. We encourage teachers to use rubrics as a regular part of classroom instruction. Teachers may discuss the rubric categories, provide examples of the strategy/skill from published and student writing, model the strategy/skill that supports each category, and use the rubrics as a basis for teacher/peer/self evaluations. These activities will support student growth and allow students to enter the testing situation with confidence.

SCORING NOTE FOR LANGUAGE CONVENTIONS

In the writing prompt and extended-response question, students are not penalized more than once for a given error (e.g., a capitalization or punctuation error associated with a run-on sentence or sentence fragment).

ENGLISH/LANGUAGE ARTS GRADE 6 INDIANA ACADEMIC STANDARDS

☐ **READING: Word Recognition, Fluency, and Vocabulary Development**

Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

☐ **READING: Comprehension**

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. In addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

☐ **READING: Literary Response and Analysis**

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works.

☐ **WRITING: Process**

Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

☐ **WRITING: Applications**

Students write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 to 700 words. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4—WRITING: Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

☐ **WRITING: English Language Conventions**

Students write using Standard English conventions appropriate to this grade level.

☐ **LISTENING AND SPEAKING: Skills, Strategies, and Applications**

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized, formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

(Because this standard does not lend itself to a paper-and-pencil test, it is not currently assessed by ISTEP+.)

NOTE: This page provides an overview of the Indiana Academic Standards. The IDOE Web site at www.doe.state.in.us contains a complete version of the Indiana Academic Standards, which may be downloaded.

WRITING APPLICATIONS OVERVIEW

Grades 6–12

Overview of the Writing Applications Rubric

This rubric summarizes the scoring requirements for each of the six performance levels. To determine the criteria for a specific score point, read across the rows.

For more detailed information about each of the six score points, refer to the Writing Applications Rubric on pages 10 through 15. For information about the Language Conventions Rubric, turn to page 16.

Score Level	Ideas and Content	Organization
	Does the writing sample	Does the writing sample
6	<ul style="list-style-type: none"> fully accomplish the task? include thorough, relevant, and complete ideas? 	<ul style="list-style-type: none"> organize ideas logically?
5	<ul style="list-style-type: none"> fully accomplish the task? include many relevant ideas? 	<ul style="list-style-type: none"> organize ideas logically?
4	<ul style="list-style-type: none"> accomplish the task? include relevant ideas? 	<ul style="list-style-type: none"> organize ideas logically?
3	<ul style="list-style-type: none"> minimally accomplish the task? include some relevant ideas? 	<ul style="list-style-type: none"> exhibit an attempt to organize ideas logically?
2	<ul style="list-style-type: none"> only partially accomplish the task? include few relevant ideas? 	<ul style="list-style-type: none"> exhibit a minimal attempt to organize ideas logically?
1	<ul style="list-style-type: none"> fail to accomplish the task? include very few relevant ideas? 	<ul style="list-style-type: none"> organize ideas illogically?

Chart continues on page 9.

WRITING APPLICATIONS OVERVIEW

Grades 6–12

Chart continued from page 8.

Score Level	Style	Voice
	Does the writing sample	Does the writing sample
6	<ul style="list-style-type: none"> exhibit exceptional word usage? demonstrate exceptional writing technique? 	<ul style="list-style-type: none"> demonstrate effective adjustment of language and tone to task and reader?
5	<ul style="list-style-type: none"> exhibit very good word usage? demonstrate very good writing technique? 	<ul style="list-style-type: none"> demonstrate effective adjustment of language and tone to task and reader?
4	<ul style="list-style-type: none"> exhibit good word usage? demonstrate good writing technique? 	<ul style="list-style-type: none"> demonstrate an attempt to adjust language and tone to task and reader?
3	<ul style="list-style-type: none"> exhibit ordinary word usage? demonstrate average writing technique? 	<ul style="list-style-type: none"> demonstrate an attempt to adjust language and tone to task and reader?
2	<ul style="list-style-type: none"> exhibit minimal word usage? demonstrate minimal writing technique? 	<ul style="list-style-type: none"> demonstrate language and tone that may be inappropriate to task and reader?
1	<ul style="list-style-type: none"> exhibit less than minimal word usage? demonstrate less than minimal writing technique? 	<ul style="list-style-type: none"> demonstrate language and tone that may be inappropriate to task and reader?

NOTE: The chart on pages 8–9 is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers and may be found on pages 10 through 15.

Writing Applications Rubric Grades 6–12

SCORE POINT 6

A Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

Ideas and Content

Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea without going off on tangents?
- stay completely focused on topic and task?

Does the writing sample include thorough, relevant, and complete ideas? Does it

- include in-depth information and exceptional supporting details that are fully developed?
- fully explore many facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion)?
- progress in an order that enhances meaning?
- include smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., have a clear connection of ideas and use topic sentences)?

Style

Does the writing sample exhibit exceptional word usage? Does it

- include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid (e.g., varied word choices, action words, appropriate modifiers, sensory details)?
- demonstrate control of a challenging vocabulary?

Does the writing sample demonstrate exceptional writing technique?

- Is the writing exceptionally fluent?
- Does it include varied sentence patterns, including complex sentences?
- Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it

- exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?
- demonstrate a strong sense of audience?
- exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 5	
<p>A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.</p>	
Ideas and Content	
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay focused on topic and task? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide in-depth information and more than adequate supporting details that are developed? • explore many facets of the topic? 	
Organization	
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)? • progress in an order that enhances meaning of text? • include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.) 	
Style	
<p>Does the writing sample exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid? • demonstrate control of vocabulary? <p>Does the writing sample demonstrate very good writing technique?</p> <ul style="list-style-type: none"> • Is the writing very fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)? 	
Voice	
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? • demonstrate a sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)? 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 4

A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Ideas and Content

Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

Does the writing sample include relevant ideas? Does it

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

Style

Does the writing sample exhibit good word usage? Does it

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

Does the writing sample demonstrate good writing technique?

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 3
<p>A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</p>
<p>Ideas and Content</p> <p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • include some information with only a few details, or list ideas without supporting details? • explore some facets of the topic?
<p>Organization</p> <p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> • have a beginning, a middle, or an end that may be weak or absent? • demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.) • demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)
<p>Style</p> <p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? <p>Does the writing sample demonstrate average writing technique?</p> <ul style="list-style-type: none"> • Is the writing generally fluent? • Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)? • Is it generally ordinary and predictable?
<p>Voice</p> <p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)? • demonstrate little sense of audience? • generally lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 2

A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Ideas and Content

Does the writing sample only partially accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- attempt a main idea?
- sometimes lose focus or ineffectively display focus?

Does the writing sample include few relevant ideas? Does it

- include little information and few or no details?
- explore only one or two facets of the topic?

Organization

Is there a minimal attempt to logically organize ideas in the writing sample?

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing or unclear.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

Style

Does the writing sample exhibit minimal word usage? Does it

- contain limited vocabulary? (Some words may be used incorrectly.)
- demonstrate minimal control of vocabulary?

Does the writing sample demonstrate minimal writing technique?

- Does the writing exhibit some fluency?
- Does it rely mostly on simple sentences?
- Is it often repetitive, predictable, or dull?

Voice

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 1
<p>A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.</p>
<p>Ideas and Content</p> <p>Does the writing sample fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Is it</p> <ul style="list-style-type: none"> • difficult for the reader to discern the main idea? • too brief or too repetitive to establish or maintain a focus? <p>Does the writing sample include very few relevant ideas?</p> <ul style="list-style-type: none"> • Does it include little information with few or no details or unrelated details? • Is it unsuccessful in attempts to explore any facets of the prompt?
<p>Organization</p> <p>Are the ideas in the writing sample organized illogically?</p> <ul style="list-style-type: none"> • Does it have only one or two of the three elements: beginning, middle, or end? • Is it difficult to follow, with the order possibly difficult to discern? • Are transitions weak or absent (e.g., without topic sentences)?
<p>Style</p> <p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain limited vocabulary, with many words used incorrectly? • demonstrate minimal or less than minimal control of vocabulary? <p>Does the writing sample demonstrate less than minimal writing technique? Does it</p> <ul style="list-style-type: none"> • lack fluency? • demonstrate problems with sentence patterns? • consist of writing that is flat and lifeless?
<p>Voice</p> <p>Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate difficulty in choosing an appropriate register? • demonstrate a lack of a sense of audience? • lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Language Conventions Rubric Grades 6–8

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Do words have very few or no capitalization errors? • Do sentences have very few or no punctuation errors? • Do words have very few or no spelling errors? • Do sentences have very few or no grammar or word usage errors? • Writing has very few or no paragraphing errors. • Writing has very few or no run-on sentences or sentence fragments.
Score	Does the writing sample exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.</p> <ul style="list-style-type: none"> • Do words have occasional capitalization errors? • Do sentences have occasional punctuation errors? • Do words have occasional spelling errors? • Do sentences have occasional grammar or word usage errors? • Writing may have occasional paragraphing errors. • Writing may have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Do words have frequent capitalization errors? • Do sentences have frequent punctuation errors? • Do words have frequent spelling errors? • Do sentences have frequent grammar or word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they often cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Do words have many capitalization errors? • Do sentences have many punctuation errors? • Do words have many spelling errors? • Do sentences have many grammar and word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–8.

WRITING PROMPT AND STUDENT ANCHOR PAPERS

The following section contains an overview of the fall 2007 writing prompt. This section also includes transcriptions of student anchor papers that received particular scores based on the Writing Applications and Language Conventions rubrics found on pages 10 through 16 of this guide. Each sample paper is accompanied by an explanation of the score points it received.

Please note that in the sample anchor papers included in the scoring guide, actual names of people are often replaced by initials. Similarly, actual places are often replaced by generic designations (e.g., *Anytown* or *Hometown*).

Writing Prompt

WRITING: Applications/English Language Conventions

Pages 18 and 19 provide an overview of the parts of the writing prompt.

Writing Prompt

The prompt describes what ideas students should include in their writing.

A Large Donation

Read the writing prompt below and complete the writing activity.

A wealthy businessperson has donated a large sum of money to your school. The money is to be used for making changes to the existing building, redesigning the school grounds, and/or purchasing new equipment and materials. Your school is sponsoring a contest to come up with the best plan to use the money. If your school had this money to spend, what would your plan be? What would your “new” school look like?

Write an essay in which you explain how this large donation should be spent. Create a plan in which you describe in specific detail exactly how your school would change.

Be sure to include

- a clear plan on how the money should be spent
- specific details about exactly what would be added or changed at your school
- a description of what your school would look like after the improvements had been made
- an introduction, a body, and a conclusion to your essay



Use the Pre-Writing/Planning space or additional paper for notes, lists, webs, outlines, or anything else that might help you plan your writing. Then write your essay on the lined pages. Be sure to write neatly. Using the Editing Checklist on page 41, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.

Pre-Writing/Planning

Students can use the Pre-Writing/Planning space to help them focus their thoughts on the requirements of the prompt and to generate ideas to include in their writing. **The writing on the Pre-Writing/Planning pages is not scored.**



Whenever you see this icon, you will be doing a writing activity. Your writing will not be scored on your personal opinions or choices, but will be scored objectively on

- how clearly you address the prompt
- how well you organize your ideas
- how effectively you express yourself
- how consistently you use correct paragraphing, grammar, spelling, and punctuation

Be sure to use the rules of Standard English. Standard English is the English commonly used in formal writing. It does not include slang or jargon.

Writing Icon

The writing icon, which appears before both the writing prompt and the extended-response question, alerts the student that the response will be scored for writing. The writing icon boxes on pages 34 and 44 of the test book include the criteria by which the writing will be judged.

Editing Checklist

- 1** Check your capitalization and punctuation.
- 2** Spell all words correctly.
- 3** Check for sentence fragments or run-on sentences.
- 4** Keep verb tense consistent.
- 5** Make sure subject and verb agree.
- 6** Use words according to the rules of Standard English.
- 7** Remember to paragraph correctly.

Editing Checklist

The Editing Checklist appears after the final draft and reminds students to review their writing for correct paragraphing, grammar, spelling, punctuation, and capitalization.

Writing Applications

Score Point 6

The following list describes a writing sample (shown on pages 22 and 23) that earns a **Score Point 6** using the *ISTEP+* Writing Applications Rubric.

This sample

- fully accomplishes the task (i.e., writes a unified descriptive essay that explains how a large donation to the school should be spent, and how the school would look after the improvements were made).
- stays completely focused on the task and explores all facets of the topic.
- includes a wealth of supporting details and in-depth information to describe the changes at the school (e.g., *All of the classrooms will be bigger, [no comma] and will all be painted a different bright color; I get to eat lunch outside on the new picnic tables with the greenhouses we built*).
- is well organized, first drawing the reader in with an intriguing introductory paragraph (e.g., *One week ago, a man came in, just carrying a suitcase; As Mrs. S. opened the suitcase, I heard a gasp*), then explaining in detail a plan for spending the money to improve the school, and finally concluding with a paragraph that suggests that this is the best plan.
- includes effective vocabulary that makes the explanations detailed and precise (e.g., *a nice outdoor cafeteria surrounded by flowers and trees; The commons are bright and beautiful, with many skylights and a fountain in the middle*).
- is fluent and easy to read and exhibits varied sentence patterns, including complex sentences (e.g., *When I go into the bathroom, it has five more stalls, two more sinks, and actually smells and looks clean for once*).
- effectively adjusts language and tone to the task of writing an essay (e.g., *My goal is to spend the money so that we will have bright, airy classrooms, an awesome cafeteria with better and healthier food, and prettier grounds*).
- demonstrates a strong sense of audience (e.g., *We need to think of the best plan to use the money, and I think I have a pretty good idea*).

NOTE: A Score Point 6 paper is an outstanding performance and therefore is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding paper.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on pages 22 and 23) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has few capitalization errors (e.g., *Industrial Tech* [industrial tech]).
- has a few punctuation errors (e.g., *He walked into the school office, [no comma] and layed [laid] the suitcase down; All of the classrooms will be bigger, [no comma] and will all be painted a different bright color; I can imagine it now: [no colon] a couple of months after construction*).
- contains a few spelling errors, mainly of the first-draft variety* (e.g., *layed* [laid], *green houses* [greenhouses], *highschool* [high school]).
- has a some grammar and word usage errors (e.g., *We will need new gym equipment that doesn't break when using [we use] it; We will have a pool we can use instead of having to go to the highschool to [high school to swim]; it is as tall as me [I]*).
- uses paragraphing very effectively.
- has no run-on sentences or sentence fragments.

*First-draft errors are those errors that have most likely been made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of the first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

Essay

Title: The Ultimate Middle School

One week ago, a man came in, just carrying a suitcase. He walked into the school office, and layed the suitcase down on the counter. Then, he just left. As Mrs. S. opened the suitcase, I heard a gasp. Inside was a donation of about...well, I couldn't even count how much money was in there! Also, there was a note that said our school would be sponsoring a contest on who could use his donations the best for improving our school. That was what the money was for. We need to think of the best plan to use the money, and I think I have a pretty good idea.

First of all, I'll tell you my plan. Basically I have a few simple—yet not so simple—steps to do. First, I want to improve the school grounds. We will do really nice landscaping, get a school pool, get new tennis courts, make green houses, and make an outdoor cafeteria. Second, I want to enlarge and redo many parts of the school. The locker bays will be large and spacious. We will have brand-new lockers that we can actually fit our stuff into. The commons will be large and clean with a fountain in the middle and brand new, better tables to eat off of. All of the classrooms will be bigger, and will all be painted a different bright color. We will get plenty of new desks so that everyone can sit at one during class. Last, we will get new gym equipment, new art supplies, and new industrial technology machinery. All I want to have is a better school that we can have even more fun at.

My goal is to spend the money so that we will have bright, airy classrooms, an awesome cafeteria with better and healthier food, and prettier grounds. We will need new gym equipment that doesn't break when using it, and a nice outdoor cafeteria surrounded by flowers and trees that we can eat at on nice days. We will have a pool that we can use instead of having to go to the highschool to. Overall, I think everyone would enjoy this.

I can imagine it now: a couple of months after construction. I get off of the bus, meet up with my friends, and walk into the building. I'm amazed at how immaculate the hallway is, with fresh carpeting. I go down into the locker bay, which takes my breath away. I can actually walk through it without running into other people! When I get to my locker, I see that it is as tall as me, and I can put everything in there neat and organized. When I go into the bathroom, it has five more stalls, two more sinks, and actually smells and looks clean for once. The commons are bright and beautiful, with many skylights and a fountain in the middle. It looks just like a food court, except it has tastier and healthier food.

As I progress through the day, I experience warm, sunlit rooms in which all of them I get to sit at a desk in, new gym equipment that is sparkly and un-scratched, new art supplies that run smoothly and work efficiently, and same with Industrial Tech. At gym the pool feels great, since it is so hot out that day. I get to eat lunch outside on the new picnic tables with the greenhouses we built. They are beautiful!

Now doesn't that sound good for a school improvement? I think so. I think I've covered everything that could make this a better, more efficient, and more enjoyable school. In fact, I think my plan is so good that it could win the contest!

Writing Applications

Score Point 5

The following list describes a writing sample (shown on the next page) that earns a **Score Point 5** using the *ISTEP+* Writing Applications Rubric.

This sample

- accomplishes the task (i.e., develops a unified essay that describes in detail how the money from a donation would be spent to improve a middle school).
- stays focused on the task and topic.
- provides relevant details to explain exactly how the money would be spent (e.g., *First of all [,] I would start off with putting a soda-pop [soda pop] machine in every classroom; With our donation [,] I will also buy brand-new nerf [Nerf] footballs to throw out on the football field).*
- has a logical progression of ideas with a clear introduction and a body that provides specific information about how each area of the school would change; however, the conclusion is weak (e.g., *That is what I would spend the donations on).*
- includes vocabulary that makes the descriptions detailed and clear (e.g., *I will make the gym bigger so the bleachers won't take up almost all [of] the gym; The principal, secretary and assistants need more space to work).*
- exhibits varied sentence patterns, including complex sentences (e.g., *If our school got a donation from a wealthy person, I would do plenty of things to make R. Middle School a better place).*
- is generally fluent and easy to read.
- demonstrates a strong sense of audience (e.g., *It will be more fun to play without all of us bunched together; We should have more Pizza Hut!; We get all cramed [crammed] up in the classrooms).*

NOTE: A Score Point 5 paper may have the same characteristics found in a Score Point 6 paper. The difference is that a Score Point 5 paper is very good, while a Score Point 6 paper is exceptional.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has a few punctuation errors (e.g., *First of all [,] I would start off; The tables are pretty close together [,] so I would make the cafeteria bigger; We get all cramed [crammed] up in the classrooms [,] and we need more space).*
- contains two spelling errors (e.g., *caffine [caffeine], cramed [crammed]).*
- has some grammar and word usage errors (e.g., *keep the kids in class awake by them getting caffine [providing them with caffeine]; My next stop in our school would [be] to get more equipment; I would get [make] the café bigger; They all have small little offices [have small offices] which is [that are] mostly taken up by desks; They need more space to put their computer [computers]).*
- uses paragraphs effectively.
- has no run-on sentences or sentence fragments.

Essay

Title: Money, money, money, moneeey, monaaaay!

If our school got a donation from a wealthy person, I would do plenty of things to make R. Middle School a better place. First of all I would start off with putting a soda-pop machine in every classroom. This new addition would help keep the kids in class awake by them getting caffine.

My next stop in our school would to get more equipment to play on or play with. I would buy a jungle-gym for kids to have fun on. Then I would build more basketball hoops for us to shoot on. But, we can't shoot baskets at new hoops without brand new basketballs! I will buy 10 new basketball hoops so I will buy 10 new basketballs! With our donation I will also buy brand-new nerf footballs to throw out on the football field.

The next part of our school I would use the donations on is our cafeteria. I would get the café bigger so we have more room to eat. The tables are pretty close together so I would make the cafeteria bigger so we won't be so close to the other tables. I also decided to make the gymnasium a little bit bigger also. When it's rainy outside or snowy we have to stay in the hot, & bunched-up gym and play gotcha. I will make the gym bigger so the bleachers won't take up almost all the gym. It will be more fun to play without all of us bunched together.

My next stop stays where it was. The cafeteria also should get more food to eat. I will spend some of the proceeds on new cafeteria food. We should have more Pizza Hut! We will have it every Tuesday instead of every other Tuesday. We will get McDonald's once every three weeks. On the last day of the school year we will have a day to eat wherever we want.

The next and final stop will be in the office. I think the office and classrooms need to be bigger. We get all cramed up in the classrooms and we need more space to study and do homework. The principal, secretary and assistants need more space to work. They all have small little offices which is mostly taken up by desks or filing cabinets. They need more space to put their computer or family portraits.

That is what I would spend the donations on.

Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Writing Applications Rubric.

This sample

- adequately accomplishes the task (i.e., creates a plan for how the donated money should be spent and lists a number of purchases that could be made).
- stays focused on the task and topic.
- includes sufficient information and supporting details to explain how the school would improve (e.g., *we should give the whole school a paint job so it will look nice; For the sports [,] we should get new uniforms and equipment*), but a number of the details are not fully developed.
- organizes ideas adequately with an introduction that directly addresses the reader and a body of support; however, the conclusion is weak (e.g., *I don't mean to sound whiney [,] but those are things we could improve on in this school*).
- demonstrates control of vocabulary that is appropriate to the topic (e.g., *we should make a plaque thanking the businessperson; we should buy new chalkboards and T.V.s for all the teachers*).
- is easy to read and has some sentence variation, although the sentence structure is often repetitious (e.g., *we should get all new [all-new] equipment; We should plant trees; We should use some money; We should also get better sinks*).
- attempts to adjust language to the audience and task (e.g., *I would like to share with you my ideas of how to spend the donated 500,000 dollars*).

NOTE: A Score Point 4 paper represents a good performance. One factor that differentiates a Score Point 4 from Score Point 6 and Score Point 5 papers is the number of ideas and the development of these ideas.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has one capitalization error (e.g., *Student council* [Council]).
- has a few punctuation errors (e.g., *First of all [,] we should make a plaque; I don't mean to sound whiney [,] but those are things*).
- has one spelling error (e.g., *brandnew* [brand-new]).
- contains a few grammar and word usage errors (e.g., *have the blacktop repainted, like for the parking lot* [in the parking lot, for example]; *we should get even chairs so they are* [not] *wobbly*).
- demonstrates adequate paragraphing with the exception of the one-sentence opening paragraph.
- has no run-on sentences or sentence fragments but does make an illogical shift to the second person at the end of the third paragraph (e.g., *Buy new maps for the classrooms. Get new desks*).

Essay

Title: How to Spend the Money

I'm a seventh grader here at M. Junior High School, and I would like to share with you my ideas of how to spend the donated 500,000 dollars.

First of all we should make a plaque thanking the businessperson, and put it in our lobby. Also, we should give the businessperson something showing that we are grateful. After that we should give the whole school a paint job so it will look nice. Then, we should buy new chalkboards and T.V.s for all the teachers.

For the gym we should get all new equipment, like volleyball nets, volleyballs, basketballs, just anything like that. If they need it, get brandnew books for each subject. Buy new maps for the classrooms. Get new desks.

For the outside, have the blacktop repainted, like for the parking lot. We should plant trees and flowers on the hill behind the school. For the sports we should get new uniforms and equipment.

We should use some money to improve the Student council fund and for transportation, so the students can go on more field trips. In the bathrooms we should get those hand blow dryers instead of wasting paper towels. We should also get better sinks.

In the lunchroom we should get even chairs so they are wobbly. I don't mean to sound whiney but those are things we could improve on in this school.

Thank you,

Seventh Grader

Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., explains how a large sum of money would be spent to improve a school), but the essay lacks development.
- stays somewhat focused on the task.
- provides some basic information on how the money would be spent but does not include enough relevant supporting details (e.g., *Then I would have somebody build a new cafeteria. Theres [There's] not much I could say about that though*).
- attempts to organize ideas with a clear introduction, but the body of the essay needs more development, and the conclusion is weak (e.g., *And thats [that's] really all I can think of for now*).
- uses basic vocabulary (e.g., *I would make it great; I would probably have them paint it orange and blue*).
- is fluent and easy to read.
- attempts to adjust the language to the task but demonstrates little sense of audience and lacks an original perspective.

NOTE: The word **minimal** is often associated with a Score Point 3 paper. A Score Point 3 paper, like a Score Point 4 paper, has a list-like quality. However, a Score Point 4 paper provides some details and in-depth information, while a Score Point 3 paper shows minimal development of ideas.

Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors, except in the case of the run-on sentence cited below.
- has some punctuation errors (e.g., *Theres [There's]; Oh ya [,] I almost forgot*) that are not associated with the run-on sentence cited below.
- has a few spelling errors (e.g., *some body [somebody], basket ball [basketball], by [bye]*).
- contains some grammar and word usage errors (e.g., *I would start of [by] painting; to [too] much work; Thats [Those are] my school colors; I would get new uniforms but [uniforms,] not just for basket ball [basketball], but for all of the sports*).
- has adequate paragraphing.
- contains one run-on sentence (e.g., *But, no [,] I wouldnt paint it, [,] thats [That's] to [too] much work, [,] I would pay some body [somebody] to do it*) and one sentence fragment (e.g., *Ten dollar [Ten-dollar] meals for two dollars each*).

NOTE: In a Score Point 3 paper, errors do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.

Essay

Title: A Brand New School

If I had a choice of what to do with my school and we had enough money to do it, I would make it great. First I would start of painting the school. But, no I wouldnt paint it, thats to much work, I would pay some body to do it. I would probably have them paint it orange and blue. Thats my school colors.

Then I would have somebody build a new cafeteria. Theres not much I could say about that though. I would also have them put in a whole new gym with bleachers that could fit 3,000 people in them. And I would get new uniforms but not just for basket ball, but for all of the sports.

Oh ya I almost forgot about good school lunches. Ten dollar meals for two dollars each. And I would also get a new football field with seats all around the field.

And thats really all I can think of for now so by.

Writing Applications

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Writing Applications Rubric.

This sample

- attempts to accomplish the task (i.e., suggests some ways to improve the school but does little more than list ideas).
- provides limited information and includes few supporting details (e.g., *weed [We'd] get lab tops [laptops] for everybody in the school [,] even the students*).
- minimally attempts to organize with a simplistic introduction, but the body is undeveloped, and the conclusion is missing.
- shows minimal evidence of transitions between ideas (e.g., *Weed [We'd] also get a new football field*).
- uses a limited vocabulary (e.g., *new school books [schoolbooks] that were the kooolest [coolest] in the world; make it a hundred times better*).
- exhibits some fluency.
- demonstrates some sense of audience (e.g., *If our school got a lot of money; Our gym would be humongus [humongous]*).

NOTE: On the positive side, the Score Point 2 paper communicates some ideas. However, the overall lack of writing skills limits the writer's ability to communicate these ideas effectively.

Language Conventions

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has a few capitalization errors (e.g., *yankee stadium [Yankee Stadium], the RCA dome [Dome], Redo [redo]*).
- has one punctuation error (e.g., *Theyed Redo [They'd redo] the whole school [,] make it a hundred times better*) that is not associated with the run-on sentences cited below.
- has some spelling errors (e.g., *conseshin [concession], Blechers [Bleachers], Weed [We'd], kooolest [coolest], Every body [Everybody], Theyed [They'd]*).
- contains no errors in grammar and word usage.
- consists of one indented paragraph.
- has two run-on sentences (e.g., *Weed [We'd] also get a new football field [,] it [It] would look just like the RCA dome [Dome]; Every body [Everybody] would want to go to this school [,] weed [We'd] get lab tops [laptops] for everybody in the school [,] even the students*) and two sentence fragments (e.g., *If our school got a lot of money; Blechers [Bleachers] taller than the school*).

NOTE: In a Score Point 2 paper, errors are typically frequent in a relatively brief writing sample.

Essay

Title: Worlds Best School

If our school got a lot of money. We would build a brand new baseball field that looked just like yankee stadium It would have conseshin stands. Blechers taller than the school. Weed also get a new football field it would look just like the RCA dome. Weed also get the new school books that were the koolest in the world. Every body would want to go to this school weed get lab tops for everybody in the school even the students. Theyed Redo the whole school make it a hundred times better. Our gym would be humongus.

Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Writing Applications Rubric.

This sample

- does not accomplish the task (i.e., suggests that a new school should be built instead of describing a plan for improving the writer's current school).
- includes little information and provides few relevant details (e.g., *A footbal feald & a three bassball fealds* [A football field and three baseball fields]).
- has a limited introduction, lacks a body of supporting details, and has no conclusion.
- exhibits less than minimal writing technique.
- uses rudimentary vocabulary (e.g., *I [It] is going too [to] be big*).
- demonstrates little sense of audience.

NOTE: Although Score Point 1 is the lowest score point, the paper attempts some meaning. At this level, problems in sentence structure may limit the writer's ability to communicate ideas.

Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- contains an error in punctuation (e.g., *gym's* [gyms]).
- has many spelling errors (e.g., *us* [use], *mone* [money], *fo* [for], *s ool* [school], *to* [two], *hav* [have], *footbal* [football], *feald* [field], *bassball* [baseball]).
- consists of one brief paragraph.
- contains no run-on sentences but has one sentence fragment (e.g., *A footbal feald & a three bassball fealds* [A football field and three baseball fields]).
- has significant errors in a very brief writing sample.

Essay

Title: Money

We would us the mone fo new s ool. I is going too be big. It is going to hav to gym's & to lunch rooms. A footbal feald & a three bassball fealds.

INTRODUCTION TO READING/WRITING TASKS

The second component of the applied skills section of *ISTEP+* at Grades 4 through 10 is a reading/writing task. The reading/writing task allows the students to demonstrate their understanding and comprehension of narrative or informational text. The reading/writing task consists of one or two passages of text, multiple-choice questions, open-ended questions, and one extended-response question. Because this is a reading comprehension test, all the information students need in order to answer the questions correctly is in the text. All responses should be based on information from the text.

Rubrics are used to score the open-ended applied skills questions. **The rubrics describe the levels of performance and ensure that the responses are scored fairly and objectively.** There are three kinds of rubrics used to score the reading/writing tasks.

- **Reading Comprehension**

Reading Comprehension Rubrics are used to score the open-ended questions and extended-response question. Each rubric contains a list of acceptable responses (exemplars) as well as a description of the level of performance for each score point. Students may receive a maximum of two points.

- **Writing Applications**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Writing Applications. The Extended Response Writing Applications Rubric is based on the Writing Applications Rubric used to score the writing prompt. It assesses how well the students organize and communicate their thoughts in writing. Students may receive a maximum of four points.

- **Language Conventions**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Language Conventions. The Language Conventions Rubric assesses how well the students use language conventions such as paragraphing, grammar, word usage, spelling, and punctuation. Students may receive a maximum of four points.

INTRODUCTION TO READING/WRITING TASKS (cont.)

The following pages show the multiple-choice questions, the open-ended questions, and the extended-response question. For the multiple-choice questions, the correct response is indicated. Sample responses, exemplars, and rubrics accompany each open-ended question. The Reading Comprehension exemplars provided for all questions are not necessarily the only correct responses possible. In many cases, other relevant responses may be accepted. Each sample response is accompanied by an explanation of the score point it received. The open-ended questions are scored only for Reading Comprehension; however, the extended-response question is scored for Writing Applications and Language Conventions in addition to Reading Comprehension.

All questions used in the reading/writing task are based on the skills outlined in the Indiana Academic Standards through Grade 6 on page 7 of this guide. Teachers are encouraged to discuss both the Indiana Academic Standards and the examples given in this guide with students and parents. Teachers may also use these examples and similar questions to teach students strategies that will help them become more efficient readers, locate information in a text, and support an opinion with information from the text.

Test 4: English/Language Arts

For Test 4, you will read two passages. You will answer questions based on each passage. Then you will write an essay on a related topic.

You may be familiar with a famous children’s book called *Charlotte’s Web*, which is a story about a friendship between Charlotte, a spider, and a pig named Wilbur. The first passage you will read, “On the Farm: E.B. White,” tells about the life of the man who wrote *Charlotte’s Web* and many other books for children.

Now read “On the Farm: E.B. White” and do Numbers 1 through 6. You may look back at the passage as often as you like.

Pre-Reading

The reading passages are preceded by an introduction that helps the student to focus on the upcoming task.

Following the introduction, the student reads “On the Farm: E.B. White” and “Prairie Rescue.” A copy of these passages accompanies the student’s responses to the applied skills section.

Test 4—Question 1 READING: Comprehension

- 1** Which of these activities did E.B. White probably spend the MOST time doing?
- ☐ reading *Time* magazine
 - ☐ writing in his boathouse
 - ☒ taking care of farm chores
 - ☐ attending awards ceremonies

Test 4—Question 2 READING: Literary Response and Analysis

- 2** This passage is BEST classified as
- ☒ biography
 - ☐ historical fiction
 - ☐ an adventure story
 - ☐ a persuasive essay

Test 4—Question 3
READING: Comprehension

3 Read this sentence from the passage.

He grew up to be a private person who lived just the way he wanted to, once he figured out what that was.

Using TWO different examples from the passage, explain how the author supports the opinion that White “grew up to be a private person.”

Exemplars:

The author supports this opinion by explaining that White

- moved to a remote farm.
- spent time doing solitary things: reading/writing/farm chores.
- had a terrible fear of public speaking.
- did not attend awards ceremonies.
- loved to be the first one up in the morning.
- hardly ever left the farm except for doctor appointments.
- was so withdrawn he seemed forbidding.
- other relevant text-based response

Rubric:

- | | |
|-----------------|---------------------------|
| 2 points | versions of two exemplars |
| 1 point | version of one exemplar |
| 0 points | other |

SCORE POINT 2

3 Read this sentence from the passage.

He grew up to be a private person who lived just the way he wanted to, once he figured out what that was.

Using TWO different examples from the passage, explain how the author supports the opinion that White “grew up to be a private person.”

He lived on a remote farm

He didn't like public speaking

Test 4—Question 3 Score Point 2

The response contains versions of the first and third exemplars. The total response receives full credit for a Score Point 2.

SCORE POINT 1

3 Read this sentence from the passage.

He grew up to be a private person who lived just the way he wanted to, once he figured out what that was.

Using TWO different examples from the passage, explain how the author supports the opinion that White “grew up to be a private person.”

He kept his belongings private. And he didn't leave the house often.

Test 4—Question 3 Score Point 1

The response contains a version of the sixth exemplar only (e.g., *And he didn't leave the house often*). “He kept his belongings private” is not a text-based example and does not fit any of the exemplars. Therefore, the total response receives a Score Point 1.

Test 4—Question 3
Score Point 0

The response does not support the author's opinion that White grew up to be a private person and does not contain versions of any of the exemplars. Therefore, the total response receives a Score Point 0.

SCORE POINT 0

3 Read this sentence from the passage.

He grew up to be a private person who lived just the way he wanted to, once he figured out what that was.

Using TWO different examples from the passage, explain how the author supports the opinion that White “grew up to be a private person.”

He played the piano. And he tried being a reporter. He also
drove a Model T Ford.

NOTE: The responses to Numbers 3, 6, 8, and 11 (the open-ended questions) do not have to be written in complete sentences to receive credit. Errors in spelling, punctuation, and grammar are also not considered when scoring these responses.

Test 4—Question 4
READING: Comprehension

- 4** Which statement from the passage expresses an OPINION?
- ☒ “For as nervous and uncomfortable as Elwyn Brooks White could be, he was charming, too.”
 - ☐ “As a young man he played the piano, tried being a reporter, and drove a Model T Ford.”
 - ☐ “When he was twenty-six, he bought the first issue of a new magazine called *The New Yorker*.”
 - ☐ “He always had dogs; his last two were named Jones and Susy.”

Test 4—Question 5
READING: Comprehension

- 5** The photograph, the information in the box, and one section of the passage all include evidence to support the idea that White
- ☐ enjoyed being famous
 - ☐ wrote only on rainy days
 - ☒ had an affection for animals
 - ☐ worked long hours as a writer

Test 4—Question 6
READING: Comprehension

- 6** Imagine you are writing a research paper about E.B. White’s career as a writer, and this passage is one of your sources.

Provide TWO different details from the passage that you would use as notes for this research paper.

1) _____

2) _____

Exemplars:

- tried being a reporter when he was a young man
- wrote for *The New Yorker* magazine all his life
- wrote in a woodshed office connected to his house
- spent more time on farm chores than writing/
tended to write only on rainy days
- often wrote in a boathouse
- interest in animals inspired his writing
- wrote the best seller *Charlotte’s Web*
- won many awards
- other relevant text-based response

Rubric:

- | | |
|-----------------|---------------------------|
| 2 points | versions of two exemplars |
| 1 point | version of one exemplar |
| 0 points | other |

SCORE POINT 2

- 6** Imagine you are writing a research paper about E.B. White's career as a writer, and this passage is one of your sources.

Provide TWO different details from the passage that you would use as notes for this research paper.

- 1) EB. White wrote the best selling book *Charlotte's Web*.

- 2) He wrote for the magazine *The New Yorker* for his entire life.

Test 4—Question 6 Score Point 2

The first part of the response is a version of the seventh exemplar. The second part of the response is a version of the second exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 1

- 6** Imagine you are writing a research paper about E.B. White's career as a writer, and this passage is one of your sources.

Provide TWO different details from the passage that you would use as notes for this research paper.

- 1) He only writes on rainy days.

- 2) He didn't want too many possessions except his Mercedes and Boats.

Test 4—Question 6 Score Point 1

The first part of the response is a version of the fourth exemplar. The second part of the response is not a detail that would be used in a research paper about White's writing career. Therefore, the total response receives a Score Point 1.

SCORE POINT 0

- 6** Imagine you are writing a research paper about E.B. White's career as a writer, and this passage is one of your sources.

Provide TWO different details from the passage that you would use as notes for this research paper.

- 1) he keeps his Life simple.

- 2) He also works on a farm.

Test 4—Question 6 Score Point 0

The first and second parts of the response are too general to be used as notes for a research paper about White's writing career. Therefore, the total response receives a Score Point 0.

Test 4—Question 7
READING: Comprehension

- 7** Which of these details from the passage provides the BEST evidence that Kathleen has experience working with owls?
- ☐ Kathleen drove slowly down the highway.
 - ☐ The owl lowered itself when Kathleen got closer to it.
 - ☒ Kathleen stuffed the owl down the front of her shirt.
 - ☐ The owl stood in solemn silence on the surgery table.

Test 4—Question 8
READING: Literary Response and Analysis

- 8** What is the MAIN problem in this passage?

Explain why Kathleen's job is important to solving this problem.

Exemplars:

The main problem is

- an owl is injured/has a broken leg.
- Kathleen discovers an injured owl.
- other relevant text-based response

Kathleen's job is important to solving this problem because

- she knows how to capture and handle owls/ animals.
- she knows how to do surgery/how to mend a broken leg/how to heal the owl.
- she has an animal clinic and can take care of the owl.
- other relevant text-based response

Rubric:

- | | |
|-----------------|--|
| 2 points | a version of an exemplar for Part I with supporting exemplar for Part II |
| 1 point | a version of an exemplar for Part I only |
| 0 points | other |

SCORE POINT 2

8 What is the MAIN problem in this passage?

The owl had a broken leg.

Explain why Kathleen's job is important to solving this problem.

She was able to preform surgery on the owl to fix the broken leg

Test 4—Question 8 Score Point 2

The first part of the response is a version of the first exemplar for "The main problem." The second part of the response is a version of the second exemplar for "Kathleen's job." The total response receives full credit for a Score Point 2.

SCORE POINT 1

8 What is the MAIN problem in this passage?

The owl had a wounded leg

Explain why Kathleen's job is important to solving this problem.

So the owls won't go extinct.

Test 4—Question 8 Score Point 1

The first part of the response is a version of the first exemplar for "The main problem." The second part of the response does not provide an explanation as to why Kathleen's job is important to solving this problem. Therefore, the total response receives a Score Point 1.

Test 4—Question 8
Score Point 0

The first part of the response is not a problem in the story and does not fit any of the exemplars. The second part of the response does not receive credit because it does not support the first part. Therefore, the total response receives a Score Point 0.

SCORE POINT 0

8 What is the MAIN problem in this passage?

how she helps owl's

Explain why Kathleen's job is important to solving this problem.

because it could mean saving an owl's life.

Test 4—Question 9
READING: Literary Response and Analysis

- 9** Which of these sentences from the passage creates the MOST vivid image, or mental picture, for the reader?
- ☐ “She’s a veterinarian, and I was with her one morning when her scouting paid off.”
 - ☒ “It spread its twenty-four-inch wings and buzzed like a furious rattlesnake.”
 - ☐ “Birds become still when they cannot see where they are.”
 - ☐ “In a burrowing owl family, both parents look after their young.”

Test 4—Question 10
READING: Literary Response and Analysis

- 10** The author of this passage uses dialogue to show that Kathleen
- ☐ knows how to perform surgery
 - ☐ teaches the owl to trust humans
 - ☐ likes owls better than other animals
 - ☒ feels comfortable working with animals

Test 4—Question 11
READING: Literary Response and Analysis

11 What is the main message that the author of this passage MOST LIKELY wants to present to the reader?

How do Kathleen's actions reveal the MAIN message of the passage?

Exemplars:

Part I

- Be kind to animals.
- Take care of injured owls/animals.
- Be sure not to give an owl too much human contact so it can be returned to its family.
- other relevant text-based response

Part II

- Kathleen rescues an injured owl.
- Kathleen takes the owl to her vet clinic.
- Kathleen does surgery on the owl/heals the owl.
- Kathleen treats the owl with care.
- Kathleen stays distant from the owl/returns it to its natural habitat.
- other relevant text-based response

Rubric:

- 2 points** version of one exemplar for Part I with supporting exemplar for Part II
- 1 point** version of an exemplar for Part I only
- 0 points** other

SCORE POINT 2

- 11** What is the main message that the author of this passage MOST LIKELY wants to present to the reader?

That you should help animals when hurt

How do Kathleen's actions reveal the MAIN message of the passage?

She put it under her shirt and took it for surgery.

**Test 4—Question 11
Score Point 2**

The first part of the response is a version of the second exemplar for the main message. The second part of the response is a version of the third exemplar for how Kathleen's actions reveal the main message. The total response receives full credit for a Score Point 2.

SCORE POINT 1

- 11** What is the main message that the author of this passage MOST LIKELY wants to present to the reader?

Be kind to animals

How do Kathleen's actions reveal the MAIN message of the passage?

She is a vet

**Test 4—Question 11
Score Point 1**

The first part of the response is a version of the first exemplar for the main message. The second part of the response is too general to receive credit for how Kathleen's actions reveal the main message. Therefore, the total response receives a Score Point 1.

Test 4—Question 11
Score Point 0

The first part of the response does not include a version of any exemplar for the main message. The second part of the response does not receive credit because it does not support the first part. Therefore, the total response receives a Score Point 0.

SCORE POINT 0

- 11** What is the main message that the author of this passage MOST LIKELY wants to present to the reader?

That animal doctors are good doctors.

How do Kathleen's actions reveal the MAIN message of the passage?

worried about the owl but yet calm.

Test 4—Question 12
READING: Comprehension

- 12** If Kathleen had spent more time with the owl after its surgery, the owl MOST LIKELY would
- ☐ have lost its ability to fly
 - ☐ have become more fearful
 - ☐ not have healed so quickly
 - ☒ not have returned to its family

Test 4—Question 13
READING: Comprehension
WRITING: Applications/English Language Conventions

13



Imagine that a few weeks **AFTER** the events described in this passage take place, you volunteer to work at Kathleen Ramsay's animal clinic. What is it like working with Kathleen? What do you do on your volunteer job?

Write an essay in which you describe your volunteer work at the clinic.

In your essay, be sure to include at least TWO different details from the passage to describe what you do while volunteering at Kathleen Ramsay's animal clinic.

You may use the space below to plan your writing. Using the Editing Checklist on page 57, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

Remember, your essay should be well organized and have an introduction, a body, and a conclusion.

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.

Extended Response Writing Applications Overview Grades 6–12

Score	Does the writing sample
4	<ul style="list-style-type: none"> • fully accomplish the task? • include many relevant ideas? • organize ideas logically? • exhibit very good word usage? • demonstrate very good writing technique? • demonstrate effective adjustment of language and tone to task and reader?
Score	Does the writing sample
3	<ul style="list-style-type: none"> • accomplish the task? • include relevant ideas? • organize ideas logically? • exhibit good word usage? • demonstrate good writing technique? • demonstrate an attempt to adjust language and tone to task and reader?
Score	Does the writing sample
2	<ul style="list-style-type: none"> • minimally accomplish the task? • include some relevant ideas? • exhibit an attempt to organize ideas logically? • exhibit ordinary word usage? • demonstrate adequate writing technique? • demonstrate an attempt to adjust language and tone to task and reader?
Score	Does the writing sample
1	<ul style="list-style-type: none"> • only partially accomplish or fail to accomplish the task? • include few relevant ideas? • exhibit a minimal attempt to organize ideas logically? • exhibit minimal word usage? • demonstrate minimal or less than minimal writing technique? • demonstrate language and tone that may be inappropriate to task and reader?

NOTE: This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Extended Response Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 4
A Score Point 4 paper represents a solid performance. It fully accomplishes the task.
Ideas and Content
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay focused on topic and task? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide ample information and more than adequate supporting details that are developed? • explore many facets of the topic?
Organization
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)? • progress in an order that enhances meaning of text? • include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)
Style
<p>Does the writing sample exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid? • demonstrate control of vocabulary? <p>Does the writing sample demonstrate very good writing technique?</p> <ul style="list-style-type: none"> • Is the writing very fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?
Voice
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? • demonstrate a sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 3
<p>A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.</p>
<p>Ideas and Content</p> <p>Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea? (Writing may include minor tangents.) • stay mostly focused on topic and task? <p>Does the writing sample include relevant ideas? Does it</p> <ul style="list-style-type: none"> • include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.) • explore some facets of the topic?
<p>Organization</p> <p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)? • generally progress in an order that enhances meaning of text? • include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)
<p>Style</p> <p>Does the writing sample exhibit good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning? • demonstrate control of basic vocabulary? <p>Does the writing sample demonstrate good writing technique?</p> <ul style="list-style-type: none"> • Is the writing fluent? • Does it exhibit some varied sentence patterns, including some complex sentences? • Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?
<p>Voice</p> <p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.) • demonstrate some sense of audience? • attempt an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 2
A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.
Ideas and Content
<p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • include some information with only a few details, or list ideas without supporting details? • explore some facets of the topic?
Organization
<p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> • have a beginning, a middle, or an end that may be weak or absent? • demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.) • demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)
Style
<p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? <p>Does the writing sample demonstrate adequate writing technique?</p> <ul style="list-style-type: none"> • Is the writing generally fluent? • Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)? • Is it generally ordinary and predictable?
Voice
<p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)? • demonstrate little sense of audience? • generally lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 1

A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Ideas and Content

Does the writing sample only partially accomplish or fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)?

- Writing may attempt a main idea, or the main idea may be difficult to discern.
- Does the writing sometimes lose focus or ineffectively establish focus?

Does the writing sample include few relevant ideas?

- Does the writing sample include little information and few or no details?
- Writing may explore only one or two facets of the topic.

Organization

Is there a minimal attempt to logically organize ideas in the writing sample?

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing, unclear, or difficult to discern.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

Style

Does the writing sample exhibit minimal word usage? Does it

- contain limited vocabulary? (Words may be used incorrectly.)
- demonstrate minimal or less than minimal control of vocabulary?

Does the writing sample demonstrate minimal or less than minimal writing technique?

- Does the writing exhibit some or little fluency?
- Does it rely mostly on simple sentences or demonstrate problems with sentence patterns?
- Is it often repetitive, predictable, or dull?

Voice

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Language Conventions Rubric Grades 6–8

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Do words have very few or no capitalization errors? • Do sentences have very few or no punctuation errors? • Do words have very few or no spelling errors? • Do sentences have very few or no grammar or word usage errors? • Writing has very few or no paragraphing errors. • Writing has very few or no run-on sentences or sentence fragments.
Score	Does the writing sample exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.</p> <ul style="list-style-type: none"> • Do words have occasional capitalization errors? • Do sentences have occasional punctuation errors? • Do words have occasional spelling errors? • Do sentences have occasional grammar or word usage errors? • Writing may have occasional paragraphing errors. • Writing may have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Do words have frequent capitalization errors? • Do sentences have frequent punctuation errors? • Do words have frequent spelling errors? • Do sentences have frequent grammar or word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they often cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Do words have many capitalization errors? • Do sentences have many punctuation errors? • Do words have many spelling errors? • Do sentences have many grammar and word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–8.

Reading Comprehension Rubric

SCORED FOR READING	
Reading Comprehension Exemplars:	
<ul style="list-style-type: none"> • go with Kathleen to check on owl/prairie dog colonies • watch owls dive into burrows when humans approach • see an owl buzz and hiss/spread wings as humans approach • rescue injured birds/animals • assist Kathleen with surgery • put birds in secluded cages for recovery/limit animals' contact with humans • release birds back into the wild • put the owl in the dark to calm it • other relevant text-based response 	
Reading Comprehension Rubric:	
Score	
2	response includes versions of two exemplars
Score	
1	response includes version of one exemplar
Score	
0	other

Extended Response Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- fully accomplishes the task (i.e., presents a clear, detailed description of what it is like to work as a volunteer at the animal clinic).
- uses more than adequate supporting details (e.g., *Katherine* [Kathleen] *makes sure I know the background, temper* [temperament], *and what happened to the animal before I start to examine the animal; One time we found a mother owl with a fractured wing*).
- is logically organized with a clear introduction, a body of support, and a strong conclusion (e.g., *It brings me great joy everytime a* [every time an] *animal leaves health* [healthy] *and alive. It lets me know I've done my job*).
- uses an appropriate range of vocabulary to describe the work at the clinic (e.g., *I work check-ups, [checkups] or rehabs for the animals; We took the owl to surgery [,] and three weeks later she was released*).
- is fluent and easy to read and uses a variety of sentence patterns, including complex sentences (e.g., *Kathrine* [Kathleen] *told me to put her in my shirt because birds become still when they cannot see*).
- exhibits a lively and realistic perspective and adjusts language and tone to the task of describing working with a veterinarian.

Extended Response Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has a few punctuation errors (e.g., *I work check-ups, [checkups] or rehabs; We took the owl to surgery [,] and three weeks later she was released*).
- contains spelling errors, although some may be of the first-draft variety* (e.g., *fasinate* [fascinate], *Wheather* [Whether], *remmember* [remember], *everytime* [every time]).
- has no grammar errors but contains a few word usage errors (e.g., *temper* [temperament], *to use to* [too used to], *everytime a* [every time an] *animal leaves health* [healthy] *and alive*).
- uses paragraphs effectively.
- has no run-on sentences but has one sentence fragment (e.g., *Wheather* [Whether] *they are domestic or not*).

*First-draft errors are those errors that have most likely been made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of the first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

Essay

Why did I chose to work with Katherine? Because like her, I love animals. They fasinate me. I want to do as much as I can for them.

Working with Katherine is a blast. She can be funny and serious at the same time. She is also tough, but fair. Katherine makes sure I know the background, temper, and what happened to the animal before I start to examine the animal.

At the clinic, I work check-ups, or rehabs for the animals. Kathrine says not to spend a lot of time or bonding with a wild animal so it does not get to use to humans. If it does, it may not want to be released into the wild. One time we found a mother owl with a fractured wing. Kathrine told me to put her in my shirt because birds become still when they cannot see. We took the owl to surgery and three weeks later she was released.

Working with Kathrine is great. But, helping and saving animals is better. Wheather they are domestic or not. Each time I help or save one, I write down what happened and how I helped so I can remmember all the animals I helped. It brings me great joy everytime a animal leaves health and alive. It lets me know I've done my job.

Reading Comprehension Score Point 2

The response (shown above) clearly describes volunteering at an animal clinic and includes versions of the fifth exemplar (e.g., *We took the owl to surgery*), the sixth exemplar (e.g., *Kathrine [Kathleen] says not to spend a lot of time or bonding with a wild animal so it does not get to use to [to used too] humans*), and the eighth exemplar (e.g., *Kathrine [Kathleen] told me to put her in my shirt because birds become still when they cannot see*). Therefore, this response receives a Score Point 2.

NOTE: Although this response has three supporting text-based details, only two are required for a Score Point 2.

Extended Response Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- accomplishes the task (i.e., describes what it is like to work at the animal clinic and provides some supporting details).
- includes sufficient information to accomplish the task (e.g., *we try to find as many hurt animals as we can; I also help Kathleen with the surgery*).
- logically organizes ideas with a simplistic introduction and a brief body of support, but the conclusion is weak.
- demonstrates control of basic vocabulary (e.g., *it [It] is fun putting small toys in there so they can play with them*).
- is relatively easy to read and attempts to use a variety of sentence patterns, including complex sentences (e.g., *When the animals are done healing [,] we put [take] them back to their homes*).
- demonstrates some sense of audience and attempts to adjust language and tone to the task (e.g., *I'm very happy when the animal is healthy and happy*).

Extended Response Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors, except in the case of the run-on sentence cited below.
- has some errors in punctuation (e.g., *Its [It's]; I also feed the animals till [until] they heal [.]*; *When the animals are done healing [,] we put [take] them back*) that are not associated with the run-on sentence cited below.
- contains no spelling errors.
- has several grammar and word usage errors (e.g., *Its [It's] good when we find a hurt animal cause [because] we can help it, but if we don't find them [it,] the [animal] can die; I also clean the animals cages they [the cages the animals] stay in till [until] they heal; we put [take] them back to their homes; they can see their family [families] again*).
- demonstrates adequate use of paragraphing and attempts to use transitions.
- has one run-on sentences (e.g., *I also clean the animals cages they [the cages the animals] stay in till [until] they heal [.] it [It] is fun putting small toys in there so they can play with them*) and one sentence fragment (e.g., *Where they can see their family [families] again*).

NOTE: In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language conventions errors.

Essay

Working with Kathleen is very fun. We help animals by driving slowly and looking for them.

It is very interesting how we help the animals. Its good when we find a hurt animal cause we can help it, but if we don't find them the can die. So then we try to find as many hurt animals as we can.

I also help Kathleen with the surgery. It's a good feeling when you help an animal. I'm very happy when the animal is healthy and happy. I also feed the animals till they heal It is a great job to be working with animals.

I also clean the animals cages they stay in till they heal it is fun putting small toys in there so they can play with them. When the animals are done healing we put them back to their homes. Where they can see their family again.

Reading Comprehension Score Point 2

The response (shown above) describes volunteering at an animal clinic and includes versions of the fifth exemplar (e.g., *I also help Kathleen with the surgery*) and the seventh exemplar (e.g., *When the animals are done healing [,] we put [take] them back to their homes*). Therefore, this response receives a Score Point 2.

Extended Response Writing Applications

Score Point 2

The following list describes a writing sample (shown below) that earns a **Score Point 2** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., describes volunteering at an animal center and stays somewhat focused, but the response is very brief).
- provides one relevant supporting detail from the text (e.g., *So far we have performed like three surgeries* [performed three surgeries]).
- attempts to organize with a simple introduction, but ideas in the body are undeveloped, and the conclusion is weak (e.g., *Thats* [That's] *it for now* [.]).
- uses basic vocabulary (e.g., *It is very fun working with Kathleen; I cant* [can't] *wait to see what will happen next*).
- attempts to use a variety of sentence patterns, including complex sentences (e.g., *It is very fun working with Kathleen because she makes helping animals fun*).
- lacks an original perspective and demonstrates little sense of audience.

Extended Response Language Conventions

Score Point 2

The following list describes a writing sample (shown below) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has one capitalization error (e.g., *One* [one]).
- has some punctuation errors (e.g., *three surgeries* [surgeries,] *One* [one] *on a dog; cant* [can't]; *Thats* [That's] *it for now*).
- has some spelling errors (e.g., *Plue* [Plus], *voulenteering* [volunteering], *surgeries* [surgeries]).
- has a few grammar and word usage errors (e.g., *I just starting voulenteering* [started volunteering]; *we have performed like three surgeries* [performed three surgeries]; *and two* [on] *wild birds*).
- consists of one indented paragraph.
- has one, long run-on sentence (e.g., *So far we have performed like three surgeries* [performed three surgeries,] *One* [one] *on a dog that was lost in the wilderness and two* [on] *wild birds* [.] *I cant* [can't] *wait to see what will happen next* [.] *Thats* [That's] *it for now* [.]) but no sentence fragments.

NOTE: The Score Point 2 paper communicates some ideas. However, frequent errors may impair the flow of communication.

Essay

It is very fun working with Kathleen because she makes helping animals fun. Plue, I just starting voulenteering down at this center. So far we have performed like three surgeries One on a dog that was lost in the wilderness and two wild birds I cant wait to see what will happen next Thats it for now

The End

Reading Comprehension

Score Point 1

The response (shown above) describes volunteering at an animal clinic and includes a version of the fifth exemplar (e.g., *So far we have performed like three surgeries* [performed three surgeries]), but a second text-based detail is not given. Therefore, this response receives a Score Point 1.

Extended Response Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- does not accomplish the task (i.e., attempts to describe a baby owl at a pet center but does not describe volunteer work or provide relevant supporting details).
- includes one general idea, but the lack of details demonstrates minimal engagement with the task.
- is difficult to follow and has no clear introduction or relevant conclusion (e.g., *So thats [that's] it*).
- uses a limited vocabulary (e.g., *in the Same [same] bed and cage and evrey thang [everything]*).
- lacks fluency and is difficult to read.
- does not establish an audience.

Extended Response Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- contains some capitalization errors (e.g., *Dad [dad]*, *Senter [center]*, *Sinter [center]*, *Same [same]*).
- has one punctuation error (e.g., *thats [that's]*) that is not associated with the run-on sentence cited below.
- contains some spelling errors (e.g., *babe [baby]*, *mothe [mother]*, *evrey thang [everything]*).
- contains many grammar and word usage errors in a very brief response.
- has one, long run-on sentence (e.g., *The babe owl was only 18 months and it has no mothe the Dad died and the pet Senter is all it has and its friends at the Sinter in the Same bed and cage and evrey thang*) but no sentence fragments.

Essay

The babe owl was only 18 months and it has no mothe the Dad died and the pet Senter is all it has and its friends at the Sinter in the Same bed and cage and evrey thang. So thats it.

Reading Comprehension

Score Point 0

The response (shown above) mentions a baby owl at a pet center, but it does not describe volunteer work or provide any significant details. The response contains no versions of any of the exemplars. Therefore, this response receives a Score Point 0.

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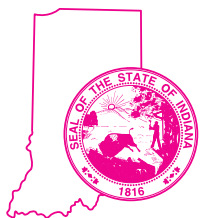
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English/Language Arts

Fall 2007

Teacher's Scoring Guide



Indiana Department of Education